Sarah Carlson

Annotated Bibliography

1. Wahlberg, B. (2014, August 22). NECAP Graduation Requirement Moratorium. Retrieved November 30, 2015, from <http://www.ncte.org/policy-analysis-initiative?reportid=121>

This article discusses NECAP (New England Common Assessment Program) graduation requirements. The article explains the bill that was proposed is now a law that will delay using high-stakes testing as a graduation requirement until 2017. “Until we have a more appropriate test”(Speaker Nicholas A. Mattiello). The article did say that many high school students graduating in 2014 were able to pass and graduate except for a small amount. The test was proven to show that it is not the best way to determine if a student is ready and able to graduate. This law will hopefully show that the required testing should be evaluated and determine if it truly deciphers if a student is ready to graduate. The article also states that within the weeks prior to the NECAP it is stressful not only on students but also the teachers. The classes are dominated by the test and the pressure to pass. Is the test truly a trivial measure for high school graduation?

My opinion of this article is a personal one. I was a 2014 graduate with Molly Coffee and for a fellow peer of mine to not be allowed to graduate due to one test that the state is eventually getting rid of was unfair. I went to school with Molly through Kindergarten, I would have loved to share the Graduation experience with her as well as many other graduates of the Barrington class of 2014. As for the article, I believe that the law passed will help the government decide if the requirement is truly a good measurement for a graduation requirement. The opinion is mostly in favor of disregarding the test overall and focusing on graduation requirements that are meaningful to the students high school career and future.

2. Thornburgh/Shelbyville, N. (2006, April 09). Dropout Nation. Retrieved November 30, 2015, from <http://content.time.com/time/magazine/article/0,9171,1181646-3,00.html>

This article discusses the number of high school drop outs before graduating. “Houston, for example, had its notorious ‘leaver codes’--dozens of excuses, such as pregnancy and military service, that were often applied to students who were later reclassified as dropouts by outside auditors.” There are so many depictions and stereotypes of the people that drop out. The article gives several examples of dropouts and explain why students do so. The amount of requirements for graduating is a major part in why students choose to dropout. It is too much work for them and such little time. A lot of the requirements are to be completed throughout the students senior year, which is a short amount of time and builds up a lot of pressure for the student. These requirements have started to add up around the nation and is raising questions as to if they are good measurements to seeing if a student is ready to graduate and study the next level; college.

I think this article was interesting, I too felt a lot of pressure during my senior year of high school, with the senior project, NECAP testing, and many other requirements. I do think we need to seek out the right amount of requirements for graduating high school and also the best and most successful measurements that allow schools and teachers to determine if a student is ready to move on to college level education.

3. Thomas, D. S. (2003, July). Learning to Earn: More Stringent High-School Graduation Requirements May Reduce Students' Chances of Earning a Diploma. but Higher Standards Also Improve Their Ability to Find a Job. (Research). Retrieved November 30, 2015, from <https://www.questia.com/read/1G1-104835537/learning-to-earn-more-stringent-high-school-graduation>

This article explains that graduation requirements have been implemented for many years starting in the early 1970s. The school system has always had a hard time figuring out if the tests are truly helping with measuring the ability of the student to move to the next level of education. The article names several types of curriculum, like cafeteria-style when students are allowed to diffuse unchallenged courses of study. Schools think that the amount of years of a certain subject is important too. Four years of english and three years of math, social studies and science are important to be implemented in requirements for graduation because it is the “right amount of time” for that subject to be studied. Many questions are proposed, “did the requirement that all students pass a minimum-competency test in order to graduate from high school encourage more students (in particular, minorities) to drop out of high school, as many critics feared? Did such exams, as supporters hoped, make the high-school diploma more valuable, thereby improving the job prospects of graduates?” Many of these questions and many more are still unanswered.

I think this article was helpful in the way that it explains some of the requirements of high schoolers to graduate as well as give examples of tests and and curriculums that are significant in schools today. I do believe there are unanswered questions as to why graduation requirements like certain tests are important to the ability of a student to graduate. I think that graduation requirements especially testing like NECAP and other state tests do not help measure the students readiness to graduate and move onto college level learning.

4. Chandler, M. A. (2014, October 20). Should CPR be a high school graduation requirement? Retrieved November 30, 2015. Retrieved November 30, 2015, from https://www.washingtonpost.com/news/education/wp/2015/10/20/should-cpr-be-a-high-school-graduation-requirement/

This article explains if CPR should be a high school graduation requirement. Many people have strong opinions on this “future” requirement due to personal experiences. The main outcome is the statement, “if there were more trained first-responders we could eliminate some of the future traumatic stories where at school, or during a game someone collapses and dies because there was no one around who knew how to save his or hers life.” The problem with this is it is yet another requirement and do schools really need another? The fact though, is it would create more of a well rounded individual who has a life skill and information on how to save someones life because it was a requirement in high school. This could be extremely helpful to the public because more people will know what to do in a life threatening situation regarding heat failure. The main quote that strongly captured the opinion of the requirement of CPR was “I would like to see the graduation rates go up before we add any additional requirements”. This is true schools need to figure out which requirements are working now before we add on others making it even harder for students to graduate.

I think this article was helpful in the way that it brought opinions to high school requirements. I agree that requiring CPR would benefit the public and the student body, however; do we need another requirement? Does this need to be implemented in the high school level? I think it should be taught to students like it is in health class, but before we fix graduation rates I do not think we need another requirement set.

5. SEE Innovation. (n.d.). Retrieved November 30, 2015, from [https://www.research.gov/research-portal/appmanager/base/desktop?\_nfpb=true&\_windowLabel=assetsInTheStates\_1&\_urlType=action&wlpassetsInTheStates\_1\_action=selectAwardDetail&wlpassetsInTheStates\_1\_id=%2FresearchGov%2FAwardHighlight%2FPublicAffairs%2F2011%2F17565\_HighSchoolExitExamsandLaborMarketOutcomesAmongYoungAdults.html](https://www.research.gov/research-portal/appmanager/base/desktop?_nfpb=true&_windowLabel=assetsInTheStates_1&_urlType=action&wlpassetsInTheStates_1_action=selectAwardDetail&wlpassetsInTheStates_1_id=%252FresearchGov%252FAwardHighlight%252FPublicAffairs%252F2011%252F17565_HighSchoolExitExamsandLaborMarketOutcomesAmongYoungAdults.html)

This article is short, however it describes the research that two Universities did to prove that high school exit exams are not positively correlating to the labor force and future of our students. The reason for graduation requirements like testing is due to the “relationship” its scores have to students preparedness for their future careers. Questions are still raised though; are the tests and otter requirements really a good and fair measurement? Employers are stated in the article saying that they do not assign additional value to passing the exit exams. To them high school diplomas are the same value with or without the exam.

This article put in prospective how some graduation requirements are not good measurements and do not have an effect on our future careers. Everything a teacher tells you, trying to convince their students that they WILL use this information in later life and that all of these graduation requirements ARE valuable to their education may not be true. We want to believe, well we have to believe it because it is required, but when will we implement something that will actually help shape our high school graduates future? In my experience, I had a senior project, it was extremely extensive and the work was all due senior year, which was rushed, however; I learned a lot from it. I learned how to speak to professionals, act in a professional environment, and better my presentation skills. I enjoyed doing the project because we go tot choose our topics on something that interested us and our futures, it was not just based on the comparison of scores between the state and country. We as a class could learn something that we felt benefitted us, which we respected. That is what I think schools schooled require, hands on tasks and a project that forces students out of their comfort zones in professional environments, to see how they respond and measure how they do and feel about the options that the world has for them within careers.